

Module:	Protecting health and well-being (Modul A)
Topic:	FOMO - what am I really missing?
Title:	The benefits of proper time allocation
Target group:	High school (14-18 years)
Starting point:	Students are often unaware of how much technology actually takes up their precious time and what they could have accomplished in that time.
Aim:	To make the students aware of the preciousness of every moment and correlate it with the missed ones.
Implementation:	Experiment, note-taking and evaluation
Duration:	24 hours for experiment; 2 school hours – 90 minutes pre and post experiment

Detailed content and instructions:

1. Teachers talk to students about the content they consume and follow online and through social networks
2. Implementation of the experimental task:
The students are divided into two groups.
One group has the task of following 24 hours everything that is published on their social network profiles and the pages they normally follow and taking notes on it, while the other group is banned from accessing the Internet for 24 hours.
After it has been carried out, an evaluation is carried out. First, the group that had access to the Internet presents and reads their notes, and then the group that did not have access to the Internet is interviewed. How do they feel, do they feel like they missed something?

Students are given a table to fill in through the following tasks

3. Students are given the task of researching the optimal amount of time needed to learn a foreign language (e.g. German), prepare to run a 43 km marathon, learn to cook gourmet meals, play the piano, learn to dance Latin American dances, juggle? They should write their answers in the table given to them.
4. Let's ask students to go to settings-digital well-being (state) on their mobile devices where they can read how much time they spend on mobile. And they write down in the tables given to them how much time they spent on their mobile phone in the last 7 days, and we ask them to calculate the average and then to multiply that average by 30, or 365, in order to get a monthly or yearly display of the time.



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5. At the end, the students compare the tables and there is a discussion about what they are actually missing.